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ABSTRACT

This paper describes the equipment selection procedures, resource sharing agreements, serials directory information, and collection development activities of A.S.A.P. (As Soon As Possible), a school library-directed fax consortium in Colorado consisting of 14 high school library media centers, two alternative schools, two academic libraries, one public library branch, one special library, and one vocational school. (13 references) (GL)

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A.S.A.P.

(As Soon As Possible)

A Multitype Library Fax Consortium

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(As Soon As Possible)

A Multitype Library Fax Consortium

Abstract: The first school library directed fax consortium funded by 1988-1990 L.S.C.A. funds, A.S.A.P. members include fourteen high school library media centers in Colorado, two alternative schools, two academic libraries, one public library branch one special library and one vocational school. These twenty-one libraries share primarily serials documents and secondarily lessons plans and other interlibrary communications via fax. This article describes equipment selection, resource sharing agreements, serials directory information, and collection development activities of the consortium. From the first steps in grantwriting and initial publicity through user evaluations and research findings, the A.S.A.P story chronicles the first of seven subsequent projects that Colorado libraries are implementing in an effort to build upon statewide resource sharing efforts.

A.S.A.P.

(As Soon As Possible)

A Multitype Library Fax Consortium

A.S.A.P.

(As Soon As Possible)

A Multitype Library Fax Consortium

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What high school library media specialist hasn't heard students declare, "But, this assignment is due tomorrow." All too often research topics change because of resource shortages rather than students' interests. What library media specialist or student hasn't at sometime longed both for more information and time? In response to students' needs, a handful of high school media specialists in suburban Denver, Colorado, created a resource consortium called JeffCo ASAP, (Jefferson County, As Soon As Possible). Supported by L.S.C.A. grants from 1988 through 1990, ASAP provides interlibrary document delivery via fax.

OVERVIEW

Piloted in the northern part of Jefferson County by librarians in four senior high schools, in one public and in one special library, ASAP expanded in 1989 to include all high schools in the state's largest district as well as two academic libraries. ASAP totals sixteen school sites including alternative and vocational schools, one public library branch, one community college, one state university, and one special, professional library at the district's administrative center. Twenty-one separate libraries makeup ASAP in all. Not since TALINET in the late seventies,[1] has the state witnessed a multitype library telefacsimile consortium. The first of seven subsequent L.S.C.A. fax projects, ASAP leads others in enhancing the cooperation between institutions which serve student patrons.

Several things caused ASAP librarians to develop and expand the project. First, a user survey cooperatively conducted by the Jefferson County School District and the Jefferson County Public Library in 1986 revealed that a significant number of secondary students preferred after school hours and that forty percent received assignments which required access to school, academic and public library collections.[2] Since samples were taken from north area schools,[3] ASAP librarians possessed important baseline data from which to fashion a grant proposal.

In 1986 and 1987, two studies, "Survey of Library Needs in North Arvada" and the "Arvada Teacher Survey" made it clear that the public library branch's largest user group were secondary students and 87% of those surveyed used the Arvada Public for school assignments. Of the teachers, eighty percent encouraged students to use the public library, but only 20% created their assignments with specific knowledge of library collections.[4]

Second, although local and regional public libraries had automated catalogs, the school district's plans for library automation lacked funds. With the exception of "Uncover," an online serials directory to CARL (Colorado Alliance for Research Libraries) which includes ASAP academic libraries, neither the local public or the school library system projected immediate plans for their serials collections. In fact, library media specialists throughout the district's 119 schools and the administration center's PLMC, Professional Library Media Center, did not have an updated union list of serials. Since high school students rely heavily upon current information sources and since librarians had limited information about serials collections within the educational community, a cooperative plan to share resources emerged.

Beginning in one geographical area with a small group of stakeholders and expanding southwards, ASAP now encompasses an area of over 750 square miles and serves over 22,000 students.

Jefferson County communities skirt the foothills both north and south and they extend from the mountains in the west to urban centers which border Denver in the east. Suburban mostly, but rural in spots, the school district's diversity presents a challenge to school, academic, public, and special librarians.

With increasing sophistication, adolescents accustomed to automated catalogs, online searching, and interactive cable news from around the globe require access to a wider scope of magazine and newspaper publications than any one school library could provide. Home users of electronic bulletin boards, eye witnesses of stock market activity via X-Press, touch screen shoppers in supermarkets and at fast food counters-- today's high school student thrives in an information rich environment. Learners understand that more information may not be better, However, they also claim that better information is the best. Is it any wonder that as students acquire various information skills and employ more technology that they insist that information be made available instantaneously? As a result, rapid information access has become an essential component of interlibrary services in the eighties and collaborative school library collection development has emerged as a primary thrust for the nineties.

With such a focus, ASAP addresses five objectives-- 1) to use telefacsimile technology to share documents and transfer information among multitype libraries in Jefferson County, Colorado 2) to provide a serials directory of holdings to all member libraries, 3) to continue to develop and refine fax usage protocols, interlibrary loan, and resource sharing agreements,

4) to sustain ongoing interlibrary communication, cooperation and collaboration, and 5) to provide leadership to other libraries interested in cultivating partnerships. [5] These objectives drive all project activities. Each activity supports resource sharing among member libraries.

PROJECT IMPLEMENTATION

Since 1987, Jefferson County Library Media Specialists have been integrating information skills instruction across grade levels and throughout all curriculum programs. From cooperative efforts with skills instruction, teachers and librarians find students eager to explore even more resources than an individual school library can provide.

With the installation of fax services in ASAP libraries, all students have access to other libraries. Teenagers, who used to give up on some research topics, no longer forego their interest because of resource shortages. They can and do choose a wider variety of subjects for investigation. Through current ASAP expansions, students can enter school, public and academic libraries all along the front range. The first line of service, however, remains with the school library whose mission it is to help learners crystallize their thinking and strategize their information searches.

From the onset, ASAP libraries agreed to share lesson plans[6] to assist one another in anticipation of specific resource demands and to enrich their instructional repertoires. (See sample formats in Table Ia.and Ib.)

[Table Ia]

[Table Ib]

Although school librarians were actively engaged in professional development activities including peer coaching, public and academic librarians were often the last to know of assignment impact or what skills instruction had been applied. Integrated lessons which intend information skills development are cooperatively designed by teachers and media specialists. ASAP libraries exchange copies of these lessons via fax.

In addition, there are six committees which direct ASAP activities. Individual committees focus on the ASAP serials directory, interlibrary cooperation, telefacsimile equipment evaluation and support, protocols and resource sharing agreements, collection development, and public relations. Chronologically some things had to come first. To begin with the consortium needed to evaluate, then select telefacsimile equipment.

Equipment Selection

Evaluation criteria are the product of a thorough analysis of user needs and a review of both library and computer literature in ERIC and LISA. Project directors researched telefacsimile equipment standards developed by libraries in Pennsylvania[7], New York[8], Illinois[9], and Ohio[10]. ASAP queried libraries highlighted in the January, 1988 issue of American Libraries. It was particularly difficult to find other high school libraries which had attempted this process. Based upon the information gathered and an assessment of resource sharing needs, the equipment committee tailored specifications acceptable for every library in

the consortium.

ASAP's original specifications are detailed in Table II. At the time of selection for Phase I in 1988 the market price was in the range of $2,200 to $2,400 for these features.

[Table II]

ASAP invited all local vendors to present various models for the committee examination and evaluation. In accordance with school district purchasing guidelines, one product was selected.

After nine months of resource sharing via fax, the committee found that some features were most useful for library applications and other features were not essential They determined that advanced features for simultaneous batch transmission to different locations was not critical for daily document delivery purposes. An RS-232 port to link the fax machine to a computer did not prove necessary for current needs. Added security which allows an individual to retrieve documents stored in memory with private code was also unnecessary for ASAP's purposes.

Important features include an automatic paper cutter, single button dialing, and a document stack feeder. These are considered to be "advanced" features which increases the base cost for most fax machines. Upon the committee's evaluation of Phase I equipment, ASAP directors revised the equipment criteria for Phase II libraries. The specifications in Table III reflect that revision.

[Table III]

Initial budgets for the implementation of facsimile machines should allow for telephone connections. An additional, direct phone line may or may not be needed. Installation costs, and monthly fees should be considered. Start-up training and a backup supply of paper is provided by some vendors. Ongoing budgets must include equipment maintenance contracts, paper supply, and accommodate less apparent costs in hardcopy preparation of documents on microform.

Resource Sharing Agreements and Protocols

With the installation of fax equipment came the need for a directory of ASAP members and their fax numbers and a set of protocols for requesting materials. While the equipment committee was hard at work, so were the others. The resource sharing committee proposed that school requests be routed first to other school libraries, then to the school district's Professional Library, and finally to public and academic libraries. This committee prepared and revised several generations of request forms. The format presently in use is illustrated in Table IV.

[Table IV]

After studying the protocols and agreements of other networks in Illinois[11], Montana[12], and New York[13], ASAP libraries identified nine critical issues to consider. Those issues included determining request priorities, defining "rush" requests and response times, limiting document length and number of requests per patron, standardizing request format and path, charging for fax use for non-grant purposes, and researching copyright concerns. ASAP agreed to keep requests to two per patron per day with no ceiling on the total number of requests sent per day from any one site. Requests were limited to no more that ten pages per document and to serials. Other interlibrary loan requests ie. books, reference materials, would continue through conventional channels. The Colorado State Library has undertaken of the coordination of interlibrary loan via fax. A.L.A. forms are used. As present intrastate interlibrary loans account for less than one percent of the telefacsimile traffic. As more directories and databases are developed which reveal "who is out there and what they have," traffic will increase.

Serials Directory

Having a means for requesting and delivering documents is not enough. To avoid blind requests and to merge serials information, the ASAP committee working on the directory investigated different ways for consolidating the separate holdings lists for each of the member libraries. In Phase I, Ralph Cundiff at Arvada West High School developed the

serials database on Appleworks. The format mirrors the public library directory and the final product itemizes 845 serial titles with individual site library holdings for each. A sample directory page is highlighted in Table V.

[Table V]

An electronic database that encompasses the records of Phase II libraries is needed now. The question for ASAP and other projects in the state is who should create and maintain such a directory? Should it be assessable electronically? How will it be updated as collections mature? BCR (Bibliographic Center for Research) will publish a directory of fax numbers, however the issue of who has what remains. These and many more questions are emerging around a statewide database for all LSCA projects.

Interlibrary Cooperation

The key to ASAP cooperation is broad-based participation on subcommittees which direct all project activities. Every step of the way, member libraries shape the goals, strategies, and procedures which support ongoing cooperation among the multitype libraries. Careful project management insures each institution representation on each decision.

Extensive examination of current conventions in other fax consortia and attention to local needs guided most ASAP decisions. Research revealed mixed practices regarding request response time and fee policies which are outlined in Table VI.

[Table VI]

Initially, ASAP librarians shared a concern that the public library might be inundated by requests. Those fears were never realized. Other unspoken reservations were dispelled by the many benefits that ASAP libraries enjoy through their fax connections. Those librarians who wondered about staff time impacts were relieved to learn that a student assistant could receive and fill requests.

The popularity of ASAP caused Phase II sites to face non-library use right up front. Many discussed the potential of charging fees beyond funding years. Awareness of what fax can do had grown in less than a year's time.

One unanticipated by-product of fax activity was that all Phase I school libraries discontinued circulation of serials. Senior high school faculties were supportive of that decision in light of the expanded access students had to more publications through interlibrary cooperation. Coin operated photocopiers allow hardcopy documents of leave the library without depriving students sustained access. And reducing circulation tasks opened up time for assistants to tend to fax requests.

Another aspect of cooperation for Phase I libraries was enhanced by providing equipment and dial-up access at school libraries to the JCPL on-line catalog. Heretofore, that access was limited to microform which was updated quarterly. The Jefferson County Public Library generously provided the data lines for this connection. In this way, ASAP serves as a pilot for expanding this access to Phase II schools. By using IRVING, a cooperative,

regional patron access catalog, Phase I students are able to locate sources other than serials as well.

Monthly meetings sustain ongoing communication between librarians and allows a collegial, collaborative approach to decision-making and problem-solving. Working together provides a springboard for further cooperative activity.

Collection Development

Because ASAP enhances interlibrary cooperation, strategies to coordinate collection development within the member school sites were easy to design. Building upon collection strengths individual libraries identified, ASAP school libraries decided upon a magnet model which compliments the branch library design of JCPL. For example, Arvada West High School concentrates upon literature, art, and child development; Arvada Senior High School focusses upon local and regional information, science, government, and geography; Pomona High School specializes in history and political science; and Standley Lake High School, the district's newest high school builds in business, technology, physical education and music. With these subjects as their focus, serials and microform orders were simple to direct.

School librarians compared their orders for serials in papercopy and microform. They determined the degree of title overlap and aligned their orders with subject area concentration. In most cases schools elected to reduce some titles within the overlap and intensify the titles in subject area concentrations. Arvada Senior, for example, changed forty

percent of its serial titles to address its subject area specializations more comprehensively.

As the newest high school library media center stepped through its first year of service, it had access via fax to the periodical resources of three older senior highs, the Arvada Public Library and the Professional Library. Telefacsimile clearly alleviates the lack of periodical back runs or archives in a start-up collection when it allows neighboring libraries to resource share.

Publicity

Working in concert, ASAP librarians have publicized fax services to their communities. From the first press releases to the most recent newspaper stories, news about ASAP travels fast. Internal to the District administration, to each school and to individual library organizations-- publicity not only clarifies the project's purpose but evokes enthusiastic support of its benefits. Each ASAP library has a "cinderella" story to share about their fax service.

Presenting aspects of the project from grant writing to resource sharing at state media association and educational computing conferences, ASAP has promoted multitype library fax networks to others in Colorado. Those conferences include the Colorado Educational Media Association, Technology in Education, Rocky Mountain Association of Computers in Education, and Power Up (Jefferson County Public School Conference on Instructional Technology.)

Rural BOCES audiences across the state had varied levels

of understanding about fax ranging from what it is to technical specifications. More information accumulates monthly in ASAP fax journals and user statistics. Information about collection needs, resource sharing patterns, and user behavior has grown daily.

Evaluation

Since March, 1988, ASAP libraries have been evaluating the request patterns of and collection support for their users. In the first six months of the project, the six Phase I sites logged over 1500 transactions. Within the first month of operation, the newly opened Stanley Lakes High School placed over 75 requests in less than one month. Patterns emerged relative to unique collections at each library media center. For example, since Arvada Senior High School is the sole depository for local and regional sources, requests for current as well as back issues to Denver Post appeared in statistics specific to that school. Each school on a monthly basis collects data on the requests received from other locations and the requests initiated locally. Each library media specialist in the consortium submits a monthly report on the data sheets highlighted in Table VIIa and Table VIIb.

[Table VIIa]

[Table VIIb]

From this data, individuals can determine the serial titles most frequently requested,

request fill rates, and responding libraries. Data analysis provided new information about collection inventories, microform transfer, subscription renewals, and circulation practices throughout ASAP institutions. Out of the total fax activity, 90 percent of the requests were from senior high school students to other ASAP school library media centers for serials. Only 7% of their requests were directed to the public library, and less than 3% to the Professional Library Media Center. The smallest number of requests was initiated by the PLMC which conducts interlibrary loan for all 119 district schools. Staff time received minimal impact. Reports indicate that it takes support staff an average of eight minutes to fill a request.

As library media specialists learn more about the benefits and drawbacks to resource sharing via telefacsimile, local, national and international professional communities need to know. Colorado joins other states which continue to explore the potential of multitype library telefacsimile networks.

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3. "Survey of Library Needs in North Arvada,"

(Lakewood, CO: Jefferson County Public Library, 1987).

4. "Arvada Teacher Survey," (Lakewood, CO: Jefferson County Public Library, January, 1986.)

5. Jan Jensen and Pam Cormier. "North Area Information Consortium, Jeffco ASAP," L.S.C.A. Grant Proposal, (Denver, CO: Colorado State Library, 1988) p.11.

6. Jan Jensen, Alicia Sabatine, and Denise Shorey. "ASAP II," L.S.C.A. Continuation Grant Proposal, (Denver, CO: Colorado State Library, 1989) Appendix D.

7. Mark Wilson and Helen Gordon. "How to Setup a Telefacsimile Network-- the Pennsylvania Libraries Experience," Online (May, 1988) pp. 15-25.

8. Joe Green. NLS Director's Report, 2/12/88-3/11/88, "Hey Wait a Minute, We Bought a Fax," (Uniondale, NY: Nassau Library System.)

9. Margaret A. Wainer, "An Evaluation of the Facsimile Transmission Project Among Multitype Libraries in West Central Illinois (1983, 1984, 1985) Illinois State Library report, March, 1986.

10. James H. Buchanan. "The Authoritative Guide on the Use of Telefacsimile in Libraries, An Occasional Paper." (The State Library of Ohio, Series 2, No. 3, November, 1988.)

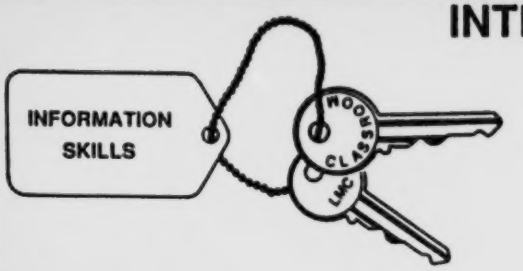
11. Ibid. Appendix B: Guideline/Procedures.

12. Montana Faxnet Network. Policy on Telefacsimile Use.

Appendix C.

13. Nassau Library System. Facsimile Procedures. (March 16, 1988) Approved by Member Library Directors.

INTERFACE PROCESS



PROGRAM AREA: _____

UNIT: _____

GRADE LEVEL: _____

OBJECTIVES:

INFORMATION SKILLS:

RESOURCES:

STUDENT SUPPLIES:

STUDENT OUTCOME:

TEACHING STRATEGIES	LEARNING ACTIVITIES	TIME	SITE

Table Ib

JEFFERSON COUNTY PUBLIC LIBRARY

10200 West 20th Avenue, Lakewood, Colorado 80215 (303) 232-7114

SCHOOL ASSIGNMENTS AND PUBLIC LIBRARY USE

The staff of the Jefferson County Public Library wants students to have a positive experience when they come in to work on school assignments. We are strongly committed to the value of students using their public libraries and developing skills which can enrich their entire lifetime.

As a public library we do not purposefully select materials to support school curriculum nor do we buy them in the quantity your classes may need. When you give an assignment requiring library research, please fill out this form and give it to your school library media specialist, who will send it on to the appropriate public libraries. This allows us to plan ahead and identify information sources to best serve your students. Since the public library collections are not based on curriculum, we urge you to come by to investigate our resources in advance.

Teacher _____ **Phone** _____

School _____

Address _____

Course _____

Assignment (please attach handouts and describe the assignment including any special features or restrictions):

_____

_____

_____

_____

Total number of students given the assignment ____ **Date given** _____ **Due** _____

Your comments: _____

_____

Blank forms will be kept in stock at the school library media centers.

When students come to the public library, and are unable to complete the assignment as given, we will hand out an ATTEMPT TO COMPLETE ASSIGNMENT form.

Library branch locations, hours and phone numbers are on the reverse side of this form. Please feel free to offer suggestions to the JCPL Associate Director of Public Service at 232-7114.

JEFFERSON COUNTY PUBLIC LIBRARY

ADMINISTRATION
10200 W. 20th Ave.
Lakewood, CO 80215 232-7114
Monday - Friday ..... 8:00 a.m. - 5:00 p.m.

Facilities in the Jefferson County Public Library are abbreviated as follows:

LIBRARIES

AR Arvada
BK Bookmobile
CH Columbine High School
CL Columbine (opens in 1989)
DN Daniels
ED Edgewater
EV Evergreen
GN Golden
LK Lakewood
VI Villa
WR Wheat Ridge

OTHER LIBRARY RESOURCES (Indirect Access - ask at information desk)

AD Library Administration
PC Professional Collection (staff)
PL Planning Department (Jefferson County)
ST Support Collection (low demand, stored resources)
RS Circulation\Reciprocal Services (interlibrary loan)

LIBRARY HOURS

ARVADA
8555 W. 57th Ave.
Arvada, CO 80002
424-5527

COLUMBINE (CH, CL)
6201 S. Pierce St.
Littleton, CO 80123
979-9071

EVERGREEN
4990 Hwy. 73
(at Buffalo Park Rd.)
Evergreen, CO 80439
674-3389

GOLDEN
923 Tenth St.
Golden, CO 80401
279-4585

LAKEWOOD
10200 W. 20th Ave.
Lakewood, CO 80215
232-7004

VILLA
455 S. Pierce St.
Lakewood, CO 80226
936-7407

Monday - Thursday ..... 10:00 a.m. - 9:00 p.m.
Friday & Saturday ..... 10:00 a.m. - 5:00 p.m.
Sunday ..... Noon - 5:00 p.m.

BOOKMOBILE - 10200 W. 20th Ave.
Lakewood, CO 80215 232-7114
Call for Bookmobile Information

DANIELS - 1301 Union, Golden, CO 80401 238-2130
Wednesday ..... 1:00 p.m - 7:00 p.m.

EDGEWATER - 5843 W. 25th Ave.
Edgewater, CO 80214 237-3395
Mon., Tues. & Thurs ..... 1:00 p.m. - 7:00 p.m.
Friday & Saturday ..... 1:00 p.m. - 5:00 p.m.
CLOSED Wednesday and Sunday

WHEAT RIDGE - 5475 W. 32nd Ave. (32nd & Chase)
Wheat Ridge, CO 80033 232-4417
Tuesday - Thursday ..... 10:30 a.m. - 7:00 p.m.
Friday & Saturday ..... 10:30 a.m. - 5:00 p.m.
Sunday ..... Noon - 5:00 p.m.
CLOSED Monday

Table II

TELEFACSIMILE EQUIPMENT SPECIFICATIONS

ASAP Phase I

1. Grade 1,2,3 compatibility
2. Modem with 9600, 4800, 2400 baud rates and automatic step down
3. Stack feeder for at least 30 pages
4. Large size roll paper of at length 32 feet (we chose to use thermal paper)
5. Paper cut to document length
6. Accomodation of photo and reprints with 16 levels of gray scale
7. Message confirmation
8. Full journal of transactions
9. Autodialing up to 15 times
10. Built in dialer with telephone handset or voice request mode
11. built in dialer with storage of 100 numbers
12. Speed dialing 20 single buttons and 80 double
13. Dialer capable of real or delayed times
14. Automatic re-transmission of poor quality transmissions
15. Build in speaker to hear line conditions without using the external handset or device
16. Transmission Terminal Identification on the inside of the document
17. Transmission rate of nine seconds
18. Memory of at least one megabyte for document storage
19. Simultaneous batch transmission to different locations

20. Expandable memory with upgrades

21. Working RS-232 port

Table III

TELEFACSIMILE EQUIPMENT SPECIFICATIONS

ASAP Phase II

1. Grade 2,3 compatibility
2. 9600, 4800, 2400 baud rates with automatic step down
3. Document stack feeder
4. Paper cut to document length
5. Message comfirmation
6. Full journal of transactions
7. Autodialing
8. Telephone handset
9. Speed dialing
10. Build in speaker to hear line conditions without using external handset
11. Transmission terminal identification on documents

Table IV

Fax Request from Alameda Senior

To	Filled		To	Filled		To	Filled	
						Special Libraries		
___Alameda	Y	N	___Green Mt.	Y	N	___CSM	Y	N
___Arvada Sr.	Y	N	___Golden	Y	N	___ Jefferson Open	Y	N
___Arvada West	Y	N	___Jefferson	Y	N	___ McLain	Y	N
___Bear Creek	Y	N	___Lakewood	Y	N	___ PLMC	Y	N
___Chatfield	Y	N	___Pomona	Y	N	___ Public--Arvada	Y	N
___Columbine	Y	N	___Standley Lake	Y	N	___ Red Rocks	Y	N
___Evergreen	Y	N	___Wheat Ridge	Y	N	___ Warren Tech	Y	N

For_____ Teacher_____

Date sent_____ Date needed_____

Type: Magazine article Reference *TOM#*_____ *Newsbank#*_____ *SIRS#*_____

Article title_____

Magazine/Source title_____

Date_____ Pages_____ Volume_____ Number_____

Indexed in: *Readers'Guide* *TOM* *Newsbank* *SIRS* Other_____

Comments_____

Table V

>>>> PERIODICALS LIST: ARVADA AREA LIBRARIES <<<<

AMERICA		
	Arvada H.S.	84-88
	Arvada Public Library	69-82, 88-CURRENT
	Arvada West H.S.	85-89
	Pomona H.S.	81-CURRENT
	Standley Lake H.S.	88-CURRENT
AMERICAN ART JOURNAL		
	Professional L.M.C.	85-CURRENT
AMERICAN ARTIST		
	Arvada Public Library	61-CURRENT
	Professional L.M.C.	85-CURRENT
AMERICAN BABY		
	Arvada H.S.	84-88
AMERICAN BIOLOGY TEACHER		
	Professional L.M.C.	76-CURRENT
	Standley Lake H.S.	CURRENT
AMERICAN BOOK PUBLISHING RECORD		
	Professional L.M.C.	76-CURRENT
AMERICAN CITY & COUNTY		
	Arvada Public Library	77-79
AMERICAN COUNTRY		
	Arvada Public Library	KEEP 2 YEARS
AMERICAN CRAFT		
	Arvada Public Library	6/79-CURRENT
	Arvada West H.S.	85-88
	Professional L.M.C.	67-CURRENT
	Standley Lake H.S.	CURRENT
AMERICAN DEMOGRAPHICS		
	Professional L.M.C.	81-CURRENT
AMERICAN EDUCATION		
	Arvada Public Library	12/64-82
	Pomona H.S.	81-85
	Professional L.M.C.	76-85

AMERICAN EDUCATIONAL RESEARCH JOURNAL		
	Professional L.M.C.	86-CURRENT

Table VI a

Current Conventions in other FAX networks

Response time

30-60 minute fill rate for Nassau County on RUSH requests received by fax

6 hour average fill rate for requests received by phone, Nassau County

2 day fill rate for 89% of requests, Washington State Library Network

1 day fill rate for RUSH requests, Pennsylvania Library Network

3 day fill rate for non-RUSH requests, Pennsylvania Library Network

4.25 hrs average fill rate for RUSH requests, Illinois Library Network

Fees

.25 per page, proposed charge to user, Ohio Public Library Network

.36 per page absorbed centrally, Washington State Library Network

$1.00 per page, Denver Public Library *projected fee* to user

.25 per page, charged to user in standard ILL charge of $7.00 per request, Philadelphia Medical Libraries Consortium

Table VI b

FAX Cost Comparison

Kwik Copy
610 Garrison
232-1270

Send-- $4.50 first page, 2.50 for each additional page, Cont. US only
Receive--$2.00 per page

Shipping Connection
820 Simms
233-7700

Send--$5.00 first page, 1.00 additional pages, Cont. US only
Receive--3.00 for first 5 pages, 6.00 for 6-10 pages etc.

Sir Speedy
218 Union
969-8477

Send--$2.00 for each page five or less, 1.00 for each page over 5 Cont. US
Receive--1.00 each page

Kinko's
7105 Colfax
232-3994

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Fax requests SENT TO OTHER LOCATIONS

Table VII a

from Arvada West

	DATE	TYPE OF MATERIAL			FILLED		STAFF TIME
		MAGAZINE	BOOK	OTHER	YES	NO	

Fax requests RECEIVED

Table VII b

from other locations

DATE	TYPE OF MATERIAL			FILLED		STAFF TIME
	MAGAZINE	BOOK	OTHER	YES	NO	

ASAP PHASE I SITES

Jan Jensen
Arvada Senior High
7951 W. 65th Ave.
Arvada, CO 80004
423-5251

Mary Tsoch
Arvada Public Library
8555 W. 57th Ave.
Arvada, CO 80002
423-5462

Ralph Cundiff
Willi Jost
Arvada West Senior High
11325 Allendale Dr.
Arvada, CO 80004
423-5262

Catherine Williams
Pomona Senior High
8101 W. Pomona Dr.
Arvada, CO 80005
423-5330

Denise Shorey
Linda Lundquist or Jana Achbach
Ann Hudgins
Professional Library Media Center
1829 Denver West Drive
Golden, CO 80401
273-6749

Marti Krenek
Standley Lake Senior
9300 W. 104 Ave.
Broomfield, CO 80020
460-8669

ASAP PHASE II SITES

Barb Brandt
Alameda Senior High
1255 S. Wadsworth
Lakewood, CO 80226
989-8670

Phylis Alexander
Jane Gilsinger
1490 S. Kipling
Lakewood, CO 80227
989-8660

Barb Stover
Jane Gilsinger
Chatfield Senior High School
7227 S. Simms St.
Littleton, CO 80127
To be installed

Marilyn Stark
Darlene Spatafora
Colorado School of Mines
14th and Illinois St.
Golden CO 80401
2730-3698

Gary Ratay
Columbine Senior High
6201 S. Pierce St.
Littleton CO. 80123
979-0718

Kathy Kuhn
Evergreen Senior High
5300 S. Olive Road
Evergreen, CO 80439
670-3216

Alberta Barnett
Golden senior High
701 24th ST.
Golden, CO 80401
278-0503

Ev Lancaster
Green Mountain Senior
13175 W. Green Mountain Drive
Lakewood, CO 80228
989-8657

Ann Woods
Jefferson County Open School
7655 W. 10th Ave.
Lakewood, CO 80215
232-5487

Jerry Crisman
Jefferson Senior High
2305 Pierce St.
Edgewater, CO 80214
237-5539

Jerry Strauss
Lakewood Senior High
9700 W. 8th Ave.
Lakewood, CO 80215
238-1918

Linda Ross
McLain Community High School
2001 Hoyt St.
Lakewood, CO 80215
To be installed

Tom Canole
Red Rocks Community College
12600 W. 6th Ave.
Golden, CO 80401
To be installed

Bill Hardt
Lyn Holloway
Warren Occupational Technical Center
13300 W. Ellsworth
Golden, CO 80401
988-7548

Nancy Conway
Wheat Ridge Senior
9505 W. 32nd Ave.
Wheat Ridge, CO 80033
237-2323